

Below are examples of widely held expectations from **Approaches to Learning**. Following those are examples of how other resources align with these specific widely held expectations.

The first examples are of “**vertical alignment**” with *NC Infant-Toddler Foundations* and the NC Kindergarten Standard Course of Study. Then there are examples of “**horizontal alignment**” with other program standards, competencies, a teacher evaluation instrument, and two examples of early childhood curricula.

*Foundations Widely Held Expectations (Persistence, Attentiveness and Responsibility):*

- “Children begin to demonstrate the ability to remain engaged in an experience.”
- “Children begin to work toward completion of a task despite distractions or interruptions.”
- “Children begin to develop a sense of purpose and the ability to follow through.”

**Vertical Alignment**

*Infant-Toddler Foundations Guidelines (Attention, Effort, and Persistence):*

- “Infants may begin to focus and pay attention to people and things around them.”
- “Young toddlers may begin to work longer to reach a goal.”
- “Older toddlers may begin to stay focused longer on a person or a more complex activity.”
- “Older toddlers may begin to keep working on an activity even after setbacks.”
- “Older toddlers may begin to keep working on activities with other things going on around them.”

*NC Kindergarten Standard Course of Study:*

- Social Studies 2.01: “Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.”
- Guidance 1.03: “Practice attitudes and behaviors which lead to successful learning.”
- Guidance 1.06: “Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.”
- Guidance, 2.03: “Choose to be self-directed and independent learners.”

**Horizontal Alignment**

*Standards for Birth-Kindergarten Teacher Candidates (State Board of Education):*

- “Create and adapt integrated, meaningful, challenging, and engaging and developmentally supportive learning experiences.”

*NC PreKindergarten and Kindergarten Teacher Performance Appraisal Instrument:*

- “Facilitates active and interactive play and understands that children are “on task” when engaged in play. For example, the teacher provides blocks of unstructured time for children to choose, explore, discover and develop concepts.”

*Head Start Child Outcomes Framework (Approaches to Learning Domain - Engagement and Persistence):*

- “Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.”

“Demonstrates increasing ability to set goals and develop and follow through on plans.”  
“Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.”

National Association for the Education of Young Children (*Developmentally Appropriate Practice Position Statement*):

Principle #12: “Children’s experiences shape their motivation and approaches to learning, such as persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development.”

*Early Childhood Environment Rating Scale, revised edition:*

34. Schedule: “Variations made in schedule to meet individual needs (Ex. ... child working on project allowed to continue past scheduled time; ...)  
9. Greeting/departing: “Children busily involved until departure (Ex. ... allows to come to comfortable stopping point in play).”

*The Creative Curriculum® for Preschool, fourth edition:*

Objective 5: “Demonstrates self-direction and independence.”  
Objective 8: “Follows classroom routines.”  
Objective 24: “Show persistence in approaching tasks.”

*Educating Young Children (High/Scope), second edition:*

Key Developmental Indicators, Approaches to Learning:  
\* “Making and expressing choices, plans, and decisions”  
\* “Solving problems encountered in play”

## MAKING THE **connection**

Below are examples of widely held expectations from **Emotional and Social Development**. Following those are examples of how other resources align with these specific widely held expectations.

The first examples are of “**vertical alignment**” with *NC Infant-Toddler Foundations* and the NC Kindergarten Standard Course of Study. Then there are examples of “**horizontal alignment**” with other program standards, competencies, a teacher evaluation instrument, and two examples of early childhood curricula.

*Foundations Widely Held Expectations (Developing a Sense of Self with Others):*

“Children begin to work to resolve conflicts positively.”  
“Children begin to respond to others’ feelings, including showing empathy.”  
“Children begin to recognize the classroom as a caring community in which members take care of property, respect the rights of others, and keep one another safe.”

### Vertical Alignment

Infant-Toddler Foundations Guidelines (Developing a Sense of Self with Others):

"Infants may begin to become upset when another infant is crying."

"Young toddlers may begin to look at familiar caregivers to see how they are reacting to a situation or person."

"Older toddlers may begin to learn to control their emotions and behaviors with guidance from their caregivers."

"Older toddlers may begin to develop an awareness of their behavior and how it affects others."

NC Kindergarten Standard Course of Study:

Social Studies 2.04: "Analyze classroom problems and suggest fair solutions."

Guidance 6.03: "Use conflict management skills with peers and adults."

Guidance 8.05: "Apply conflict resolution skills."

Horizontal Alignment

Standards for Birth-Kindergarten Teacher Candidates (State Board of Education):

"Provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interaction between children and adults as well as among children."

"Support children's ability to form and maintain relationships."

NC PreKindergarten and Kindergarten Teacher Performance Appraisal Instrument:

"Involves children in developing classroom rules."

"Assists children in choosing alternative resolutions to problems and conflicts."

Head Start Child Outcomes Framework (Social and Emotional Development Domain - Cooperation and Social Relationships):

"Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers."

"Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others."

National Association for the Education of Young Children (Developmentally Appropriate Practice Position Statement):

Guidelines for DAP 1.C.4.: "Teachers listen to and acknowledge children's feelings and frustrations, respond with respect in ways that children can understand, guide children to resolve conflicts, and model skills that help children to solve their own problems."

Early Childhood Environment Rating Scale, revised edition:

31. Discipline: "Staff actively involve children in solving their conflicts and problems (Ex. Help children talk out problems and think of solutions; sensitize children to feelings of others)."

33. Interactions among children: "Staff help children develop appropriate social behavior with peers (Ex. Help children talk through conflicts instead of fighting; encourage socially isolated children to find friends; help children understand feelings of others)."

NC Division of Child Development Facility License:

Child Care Handbook: "Make sure the environment of the center is set up to avoid conflict among the children."

Child Care Handbook: "Make sure there are sufficient materials and toys available to the children."

*The Creative Curriculum® for Preschool, fourth edition:*

Objective 11: "Recognizes the feelings of others and responds appropriately."

Objective 12: "shares and respects the rights of others."

Objective 14: "Uses thinking skills to resolve conflicts."

*Educating Young Children (High/Scope), second edition:*

Key Developmental Indicators, Social and Emotional Development:

- \* "Expressing feelings in words"
- \* "Building relationships with children and adults"
- \* "Dealing with social conflict"

## MAKING THE **connection**

Below are examples of widely held expectations from **Health and Physical Development**. Following those are examples of how other resources align with these specific widely held expectations.

The first examples are of "**vertical alignment**" with *NC Infant-Toddler Foundations* and the NC Kindergarten Standard Course of Study. Then there are examples of "**horizontal alignment**" with other program standards, competencies, a teacher evaluation instrument, and two examples of early childhood curricula.

*Foundations Widely Held Expectations (Motor Skills):*

"Children begin to develop body strength, balance, flexibility, and stamina."

"Children begin to explore a variety of equipment and activities that enhance gross motor development (e.g., balls, slides, locomotive toys, and assistive technology)."

"Children begin to increase the ability to move their bodies in space (running, jumping, skipping)."

### Vertical Alignment

*Infant-Toddler Foundations Guidelines (Physical Activity):*

"Infants may begin to show they enjoy physically active play by repeating actions (kick, wave arms, roll over)."

"Young toddlers may begin to develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time."

"Older toddlers may begin to engage in lively movements by choice for long periods of time indoors and outdoors."

*NC Kindergarten Standard Course of Study:*

Healthful Living 6.01: "Demonstrate non-locomotor movements using different parts of the body."

Healthful Living 6.02: "Demonstrate a variety of beginner locomotor and combination skills in a movement pattern."

## Horizontal Alignment

### Standards for Birth-Kindergarten Teacher Candidates (State Board of Education):

“Design indoor and outdoor spaces with many types and levels of challenges and stimulation and schedule opportunities for physical development each day.”

“Create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities.”

### NC PreKindergarten and Kindergarten Teacher Performance Appraisal Instrument:

“Provides regular and appropriate gross motor experiences, both indoor and outdoor work/play time.”

### Head Start Child Outcomes Framework (Physical Health and Development Domain – Gross Motor Skills):

“Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.”

“Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.”

### National Association for the Education of Young Children (*Early Childhood Program Standards*):

Standard 2.C.04: “Children have varied opportunities and are provided equipment to engage in large motor experiences that

stimulate a variety of skills, enhance sensory-motor integration.

develop controlled movement (balance, strength, coordination).

enable children with varying abilities to have large-motor experiences similar to those of their peers.”

### *Early Childhood Environment Rating Scale*, revised edition:

8. Gross motor equipment: “Gross motor equipment stimulates skills on different levels (Ex. tricycles with and without pedals; different sizes of balls; both ramp and ladder access to climbing structure).”

29. Supervision of gross motor activities: “Staff assist children to develop skills needed to use equipment (Ex. Help children learn to pump on swing; help child with disabilities use adaptive pedals on tricycle).”

### NC Division of Child Development Facility License:

Child Care Handbook: “The purpose of these requirements is to guarantee that all children in child care are given the opportunity to play outdoors on a daily basis and the area where they play is safe.”

Child Care Handbook: “Children should be exposed to many different experiences during their outdoor play time. Field trips and nature walks can greatly enhance the children’s learning.

Remember to include these types of activities in your outdoor playtime.”

### *The Creative Curriculum® for Preschool*, fourth edition (Gross Motor):

Objective 14: “Demonstrates basic locomotor skills (running, jumping, hopping, galloping).”

Objective 15: “Shows balance while moving.”

Objective 16: “Climbs up and down.”

### *Educating Young Children (High/Scope)*, second edition:

Key Developmental Indicators, Physical Development, Health and Well-Being:

- \* “Moving in nonlocomotor ways (bending, twisting, rocking, swinging one’s arms)”
- \* “Moving in locomotor ways (running, jumping, hopping, skipping, marching, climbing)”

## MAKING THE connection

Below are examples of widely held expectations from **Language Development and Communication**. Following those are examples of how other resources align with these specific widely held expectations.

The first examples are of “**vertical alignment**” with *NC Infant-Toddler Foundations* and the NC Kindergarten Standard Course of Study. Then there are examples of “**horizontal alignment**” with other program standards, competencies, a teacher evaluation instrument, and two examples of early childhood curricula.

### Foundations Widely Held Expectations (Expressive Language):

“Children begin to use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and to relate personal information and experiences.).”

“Children begin to initiate and engage in conversations.”

“Children begin to use increasingly complex and varied language structures, sentences, and vocabulary.”

### Vertical Alignment

#### Infant-Toddler Foundations Guidelines (Expressive Language [Talking/Communicating]):

“Infants may begin to use gestures, sounds, signs and assistive technology to express wants and needs.”

“Young toddlers may begin to try to have a conversation.”

“Older toddlers may begin to acquire and use many new words each day and have a word for almost everything.”

#### NC Kindergarten Standard Course of Study:

English Language Arts 4.01: “Use new vocabulary in own speech and writing.”

English Language Arts 4.04: “Maintain conversation and discussions.”

Guidance 7.13: “conclude that communication involves speaking, listening, and nonverbal behavior.”

### Horizontal Alignment

#### Standards for Birth-Kindergarten Teacher Candidates (State Board of Education):

“Facilitate children’s development of receptive and expressive oral language.”

#### NC PreKindergarten and Kindergarten Teacher Performance Appraisal Instrument:

“Regularly encourages all children to engage, listen, interact, and respond to adults and other children.”

Head Start Child Outcomes Framework (Language Development Domain – Speaking and Communicating):

“Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.”

“Uses an increasingly complex and varied spoken vocabulary.”

National Association for the Education of Young Children (*Early Childhood Program Standards*):

Standard 2.D.03: “Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events.”

Standard 2.D.04: “Children have varied opportunities to develop vocabulary through conversations, experiences, field trips, and books.”

*Early Childhood Environment Rating Scale, revised edition:*

18. Informal use of language: “Staff encourage communication among children, including those with disabilities (Ex. remind children to listen to one another; teach all children to sign if classmate uses sign language).”

10. Meals/snacks: “Meals and snacks are times for conversations (Ex. staff encourage children to talk about events of day and talk about things children are interested in; children talk with one another).”

*The Creative Curriculum® for Preschool, fourth edition:*

Objective 39: “Expresses self using words and expanded sentences.”

Objective 41: “Answers questions.”

Objective 42: “Asks questions.”

Objective 43: “Actively participates in conversations.”

*Educating Young Children (High/Scope), second edition:*

Key Developmental Indicators: Language, Literacy, and Communication:

- \* “Talking with others about personally meaningful experiences”

- \* “Having fun with language: listening to stories and poems, making up stories and rhymes”

Child Observation Record: “Child contributes to an ongoing conversation.”

Child Observation Record: “Child uses vocabulary related to a particular subject.”



Below are examples of widely held expectations from **Cognitive Development**. Following those are examples of how other resources align with these specific widely held expectations.

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*Foundations Widely Held Expectations (Mathematical Thinking and Expression and Scientific Thinking and Invention):*

“Children begin to use a variety of strategies to solve problems.”

“Children begin to expand knowledge of their environment through play.”  
“Children begin to ask questions and seek answers about their environment through active engagement with materials.”

### Vertical Alignment

#### Infant-Toddler Foundations Guidelines (Sensory Exploration and Discovery and Problem Solving)

“Infants may begin to explore objects with mouth and hands.”  
“Young toddlers may begin to use trial and error to make things happen.”  
“Older toddlers may begin to think about more than one way to solve a problem and choose one.”

#### NC Kindergarten Standard Course of Study:

Mathematics 1.03: “Solve problems and share solutions to problems in small groups.”  
Mathematics 4.01: “Collect and organize data as a group activity.”  
Science 3.03: “Describe how objects look, feel, smell, taste, and sound using their own senses.”

### Horizontal Alignment

#### Standards for Birth-Kindergarten Teacher Candidates (State Board of Education):

“Articulate and apply theory and research to practice (e.g., articulate how children are learning what they need through play).  
“Use play and active learning processes as a foundation for ALL young children’s learning.”

#### NC PreKindergarten and Kindergarten Teacher Performance Appraisal Instrument:

“Facilitates active and interactive play and understands that children are “on task” when engaged in play. For example, the teacher provides blocks of unstructured time for children to choose, explore, discover and develop concepts.”  
“Develops an environment designed for active learning which includes well equipped areas for cognitive development.”

#### Head Start Child Outcomes Framework (Approaches to Learning Domain - Reasoning and Problem Solving):

“Develops increasing ability to find more than one solution to a question, task or problem.”  
“Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.”

#### National Association for the Education of Young Children (Early Childhood Program Standards):

Standard 2.G.03: “Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.”  
Standard 2.G.06: “Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.”

#### Early Childhood Environment Rating Scale, revised edition:

17. Using language to develop reasoning skills: “Children encouraged to talk through or explain their reasoning when solving problems.”  
34. Schedule: “A substantial portion of the day is used for play activities.”



*The Creative Curriculum® for Preschool*, fourth edition:

Objective 23: "Approaches problems flexibly."

Objective 25: "Explores cause and effect."

Objective 35: "Takes on pretend roles and situations."

*Educating Young Children (High/Scope)*, second edition:

Key Developmental Indicator, Approaches to Learning:

\* "Solving problems encountered in play"